

5

CRIME AND PUNISHMENT

AIM

The aim of this unit is to help students understand more about the law and how it affects them.

CONTEXT

Before starting this unit, you might like to consider:

- **Have your students ever been in trouble with the law?**
- **Are they sometimes pressurised into law-breaking by their peers?**
- **Would they be likely to report a crime if they witnessed one?**
- **What experience do they have of the police?**

CURRICULUM

Aspects of national curriculum citizenship covered:

Key stage 3 – 1(a), (c); 2(a), (b); 3 (a)
Key stage 4 – 1(a), (c); 2(a), (b); 3 (a).

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5.1

CRIME AND PUNISHMENT WHY HAVE LAWS?

AIM

To explore the role of law in society

LEARNING OUTCOMES

To know what a law is

To be able to give three reasons for having laws

To be able to name three areas of life we have laws about

To understand how laws are made in this country

ACTIVITIES & EXPERIENCES

To have played and discussed the experience of playing a spoof version of "I Spy"

To have discussed why games have rules

To have brainstormed some of the things we have laws about

To have expressed an opinion on the purpose of the law

KEYWORDS

Rule: something you are supposed to do/ not do

Law: a rule of a country

MP: a Member of Parliament/a person involved in making laws

5.1

CRIME AND PUNISHMENT **WHY HAVE LAWS?**

ACTIVITY

- Explain to your students that you are going to play a game of “I Spy” - ‘I spy with my little eye something beginning with ...’ – where they have to guess the object you are thinking of.
- After a while, when it is clear students are not going to guess correctly or they just give up, announce an object that begins with a different letter from the one you said.
- When students complain that it is unfair and that you are not supposed to do this, ask:

**Is there a rule about that, then?
What does the rule say?**

- Play a second game of “I Spy” – this time, as soon as the first person makes a suggestion, say ‘Wrong! I win again.’
- When students again complain that it is unfair and that you are supposed to do give them more than one chance, ask:

**Is there a rule about that as well, then?
What does the rule say?**

Are there any other rules you need to know to play “I Spy”? If so, what are they?

- Encourage students to think about the purpose of rules in games:

**What other games have rules?
Why do they have rules? What are the rules for?
Who makes the rules?**

5.1

CRIME AND PUNISHMENT **WHY HAVE LAWS?**

ACTIVITY

- Next, explain how the rules of a game are like the laws of a country.
- Brainstorm with students some of the things we have laws about.
- Write – or ask students to write – their suggestions down on a large piece of paper.
- Encourage students to think about the reasons for having laws:

Why do you think we have these laws? What are they for? (Answers might include: to protect people; to protect animals and the environment; to make things fairer; to help things to run more smoothly).

- Finally, ask:

Whose job is it to make the laws we have in this country? Do you think all the laws they make are fair? Why or why not?

INFORMATION POINT

There is an opportunity here to explain how laws are made in the UK.

5.1

CRIME AND PUNISHMENT **WHY HAVE LAWS?**

VISITOR OPPORTUNITY

There is an opportunity here for students to meet and question their local MP about the laws he or she has been involved in making or changing.

INTERNET RESEARCH

Q1 Who is your local MP?

Q2 What sorts of laws has he or she been involved in making?

To find the answers, go to **<http://www.theyworkforyou.com>** and fill in your postcode, then look at your MP's 'voting record' and 'types of interest'.

To ask your MP a question or tell him or her how you feel about a particular law, click on 'Send a message to _____'.

5.2

CRIME AND PUNISHMENT **WHAT DIFFERENT CRIMES ARE THERE?**

AIM

To explore what makes something a crime

LEARNING OUTCOMES

To know what a crime is

To understand how something becomes a crime

To be able to name four crimes

ACTIVITIES & EXPERIENCES

To have taken part in brainstorm about crime

To have taken part in a card sort activity about crime

KEYWORDS

Crime: something forbidden by the law

Offence: another word for a crime

Convict: to find someone guilty of a crime in a court

5.2

CRIME AND PUNISHMENT **WHAT DIFFERENT CRIMES ARE THERE?**

ACTIVITY

Cut up copies of the 'crime' cards (page 10) and put them in a box.

- Ask one of your students to see how many different crimes they can name in a minute – with someone else timing them and keeping count.
- Having ascertained some crimes students already know, test them on their more detailed knowledge of the law. Hold up the box of 'crime' cards and ask a student to draw out a card.
- Ask them if they think the item on the card is a crime or not.
- Repeat the process until you run out of cards or time is up.
- Ask students:

Who decides that something should be a crime?

Are crimes really wrong or just wrong because someone says they are?

How old do you have to be before you can commit a crime?

5.2

CRIME AND PUNISHMENT **WHAT DIFFERENT CRIMES ARE THERE?**

ACTIVITY

INFORMATION POINT

There is an opportunity here to explain about the age of criminal responsibility.

Until the age of 10 the law in this country says that young people cannot be held responsible for a crime. Between the ages of 10 and 14 they can be convicted of a criminal offence if the prosecution can show they were aware that what they were doing was seriously wrong. (For example, the case of Jamie Bulger, who was killed by two 10 year olds, was based on this principle. The prosecution showed that the two boys knew that what they were doing was seriously wrong and they were given prison sentences.) After the age of 14 the law considers young people are fully responsible for their actions in the same way as adults. As such they will be treated as adults in a court of law in terms of criminal responsibility (although not in terms of sentencing).

5.2

CRIME AND PUNISHMENT WHAT DIFFERENT CRIMES ARE THERE?

VISITOR OPPORTUNITY

There is an opportunity here for students to meet and question a police officer about the kind of youth crime they deal with and how they deal with it.

INTERNET RESEARCH

Q1 What do the following crimes involve:

- a) harassment?**
- b) common assault?**
- c) aggravated vehicle taking?**

To find the answers, go to **<http://www.rizer.co.uk>** and click on '**information & glossary**' and then on '**crimes**'.

You might also like to play the 'spot the offence' game, by going to **<http://www.magistrates-association.org.uk>** and clicking on '**Youth site**' and on '**fun things to do**'.

5.2

CRIME AND PUNISHMENT WHAT DIFFERENT CRIMES ARE THERE?

STUDENT RESOURCE: CRIME CARDS

spitting

sniffing glue

smoking weed

'trick or treat'

playing truant

**being a passenger
in a stolen car**

dropping litter

carrying a knife

**letting off a firework
in a street**

**acting as a 'lookout'
for someone**

**knocking on a door and
running away**

not having a TV licence



5.2

CRIME AND PUNISHMENT WHAT DIFFERENT CRIMES ARE THERE?

ANSWERS

Spitting – A crime in most cases if someone is spat at deliberately (assault), but not if accidental.

Smoking weed – A crime. Cannabis is still an illegal drug. It has been changed from Class B to Class C. The punishment for dealing in Class C drugs is now as strict as it is for Class B drugs. If you are found guilty of this, you could be looking at a prison sentence.

Playing truant – Not a crime. However, if parents fail to make sure their children attend school regularly or are suitably educated elsewhere, they may be committing a criminal offence.

Dropping litter – A crime. However, it must be witnessed by a police officer.

Letting off a firework in the street – A crime.

Knocking on a door and running away – Not normally a crime. However, if persistent it could constitute harassment – perhaps most likely to be dealt with by an anti-social behaviour order (ASBO).

Acting as a 'lookout' for someone – A crime.

Sniffing glue – Not a crime. However, not only is it very dangerous, it could lead you into other ways of breaking the law.

Being a passenger in a stolen car – A crime.

'Trick or treat' – Not normally a crime. However, if taken too far, it could be regarded as harassment.

Not having a TV licence – A crime.

Carrying a knife – A crime, unless it is a folding pocket knife, which has a blade that is less than 3 inches (7.62 cm). A lock knife is not a folding pocket knife.

5.3

CRIME AND PUNISHMENT **WHY DO PEOPLE GET IN TROUBLE WITH THE LAW?**

AIM

To explore some reasons why young people get into trouble with the law

LEARNING OUTCOMES

To be able to give three reasons why young people get in trouble with the law

To be able to suggest three things that could be done to prevent this

ACTIVITIES & EXPERIENCES

To have taken part in a card sort exercise about youth crime

To have expressed an opinion about the causes of youth crime

KEYWORDS

Risk factor: something that makes it more likely someone will get into trouble

Peer pressure: the influence of friends

Poverty: being poor

5.3

CRIME AND PUNISHMENT **WHY DO PEOPLE GET IN TROUBLE WITH THE LAW?**

ACTIVITY

Draw a target on large piece of paper and write 'go to jail' in the bull's eye (page 17). Lay it on a table or pin it on the wall.

Cut up a set of 'causes of crime' cards (page 16).

- Give out the 'causes of crime' cards to your students.
- Ask students to place the cards on the target – the bigger the reason they think they are for young people getting into trouble with the law, the nearer to the bull's eye they should put them.
- Allow time – where possible – for students to share and discuss their ideas before the positioning of each card is decided upon.
- Select the reason students have chosen as most important and ask:

**What do you think could be done to stop _____ getting
young people into trouble?
Whose job is it to do this? Why?**

- Repeat the process with some of their other choices.

5.3

CRIME AND PUNISHMENT WHY DO PEOPLE GET IN TROUBLE WITH THE LAW?

ACTIVITY

INFORMATION POINT

There is an opportunity here to explain about the risk factors associated with youth crime.

Generally, the factors most associated with persistent or serious offending in 12-17 year old boys are:

- Using drugs (the strongest predictor of persistent or serious offending - the odds of offending being nearly five times higher than for non-drug users);
- Disaffection from school or persistent truancy;
- Lack of supervision by parents or friends or acquaintances who have been in trouble with the police;
- Hanging around in public places.

For more information, go to

<http://www.crimereduction.gov.uk/toolkits/> and click on '**Persistent Young Offenders**', then on '**Risk factors – Offenders: Overview**'.

5.3

CRIME AND PUNISHMENT **WHY DO PEOPLE GET IN TROUBLE WITH THE LAW?**

VISITOR OPPORTUNITY

There is an opportunity here for students to meet and question someone from a Youth Offending Team about the young people they deal with and how they have ended up in trouble.

INTERNET RESEARCH

Q1 Why do young people give in to peer pressure?

Q2 What kind of things can help you to walk away from peer pressure?

To find the answers, go to <http://www.kidshealth.org> and click on 'for kids', then on 'My friends – Dealing with peer pressure' and scroll down.

5.3

CRIME AND PUNISHMENT

WHY DO PEOPLE GET IN TROUBLE WITH THE LAW?

STUDENT RESOURCE: CAUSES OF CRIME CARDS

drugs

trouble at school

friends

no money

boredom

trouble at home

?

?

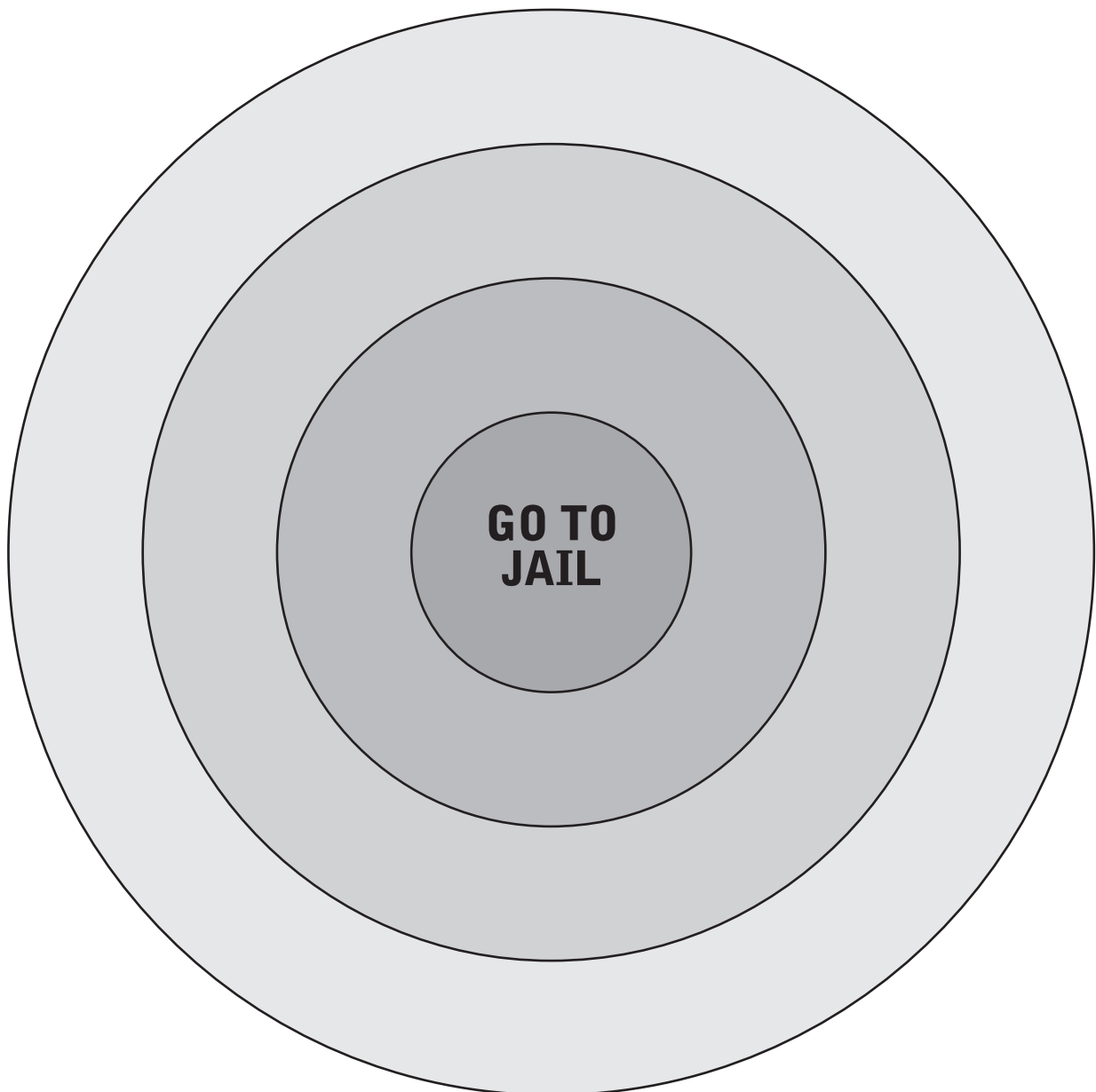


5.3

CRIME AND PUNISHMENT

WHY DO PEOPLE GET IN TROUBLE WITH THE LAW?

STUDENT RESOURCE: TARGET DIAGRAM



5.4

CRIME AND PUNISHMENT **IS IT ALL RIGHT IF YOU'RE NOT HURTING ANYONE?**

AIM

To explore some of the consequences of crime

LEARNING OUTCOMES

To be able to give three negative consequences of crime
To know how to report a crime

ACTIVITIES & EXPERIENCES

To have taken part in a matching exercise

KEYWORDS

Crime: something forbidden by the law

Consequence: what happens as a result of something you do

Victim: someone who gets hurt as a result of a crime

5.4

CRIME AND PUNISHMENT **IS IT ALL RIGHT IF YOU'RE NOT HURTING ANYONE?**

ACTIVITY

Find some pictures from newspapers or magazines to represent the following types of crime:

- car crime
- drug dealing
- mobile phone theft
- knife crime
- shop-lifting
- fare-dodging
- anti-social behaviour.

Cut up the 'consequences' cards (page 21).

- Give your students a set of the pictures and explain the different kinds of crime they stand for.
- Read out the 'consequences' cards and ask students to try to match them with the 'crime' pictures – explaining that some of the consequences might apply to more than one crime.
- Go over some of the different ways on matching the consequences with the crimes (sample answers on page 21).
- Then ask:

**Do you know of anyone who has been a victim of crime?
What happened to them?**

5.4

CRIME AND PUNISHMENT **IS IT ALL RIGHT IF YOU'RE NOT HURTING ANYONE?**

INFORMATION POINT

There is an opportunity here to explain how to report crime if you are victim.

There are different ways:

- For an emergency, dial 999;
- For non-emergencies, you can either ring or visit your local police station;
- Minor crime can also be reported at: <http://www.online.police.uk>

ACTIVITY

Finally, ask students to think about what makes crime wrong:

**Can you think of any crimes that don't have a victim?
If a crime doesn't have a victim, does that make it all right?
What else might make it wrong?**

VISITOR OPPORTUNITY

There is an opportunity here for students to meet and question someone from Victim Support.

To find your local branch, go to <http://www.victimsupport.org.uk>

5.4

CRIME AND PUNISHMENT **IS IT ALL RIGHT IF YOU'RE NOT HURTING ANYONE?**

INTERNET RESEARCH

Q1 Who is more likely to be a victim of crime – a young person or an adult?

Q2 What is the most common sort of crime experienced by:

a) 12 – 15 year olds?

b) 16 – 19 year olds?

To find the answers, go to

<http://www.crimereduction.gov.uk/toolkits/> and click on **'Persistent Young Offenders'**, then on **'Risk Factors – Victims: Young people as victims of crime'** and look at the graph.

5.4

CRIME AND PUNISHMENT

IS IT ALL RIGHT IF YOU'RE NOT HURTING ANYONE?

STUDENT RESOURCE: CONSEQUENCE CARDS

- 1 Simone got attacked by a man on her way home - because her mum wasn't able to pick her up.**

- 2 Dora is too frightened to go to the shops anymore.**

- 3 Jamil was knocked down on the pavement and killed.**

- 4 Kelly has started getting panic attacks.**

- 5. Warren has had to close his shop down as he can't afford the rent.**

- 6 Ali couldn't afford to take the bus to work any more and lost his job.**

- 7 Hanif got stabbed outside the youth club.**

5.4

CRIME AND PUNISHMENT **IS IT ALL RIGHT IF YOU'RE NOT HURTING ANYONE?**

SAMPLE ANSWERS

- 1 Mobile phone theft** – Simone had her phone stolen, so couldn't use it to ring her mum to pick her up
- 2 Anti-social behaviour** – Dora is frightened by youths hanging around and messing about outside the shops
- 3 Car crime** – Jamil was killed by a stolen car
- 4 Drug dealing** – Kelly's panic attacks are caused by drugs
- 5 Shop-lifting** – Warren's shop is losing too much money through theft
- 6 Fare-dodging** – bus fares have gone up to make good the shortfall caused by fare-dodging such that Ali can no longer afford them
- 7 Knife-crime** – Hanif is stabbed by a knife

5.5

CRIME AND PUNISHMENT **IS THERE EVER ANY EXCUSE FOR CRIME?**

AIM

To explore common excuses made for breaking the law

LEARNING OUTCOMES

To know what a magistrate is

To be able to give three factors that might be use in mitigation in a magistrates' court

To be able to give three common excuses for crime that will not be accepted in mitigation

ACTIVITIES & EXPERIENCES

To have taken part in a brainstorm about theft

To have expressed an opinion about the reasons people give for theft

To have taken part in a sentencing exercise

To have expressed an opinion about sentencing in magistrates' courts

KEYWORDS

Magistrate: a kind of judge

Sentence: the punishment given for a crime

Lenient: when you give someone a less strict punishment

5.5

CRIME AND PUNISHMENT **IS THERE EVER ANY EXCUSE FOR CRIME?**

ACTIVITY

Prepare a set of 'excuse' cards (page 28) – or sets for each student if they are working individually.

Draw the 'strictometer' on a large piece of paper (page 29).

- Brainstorm with your students reasons why they think young people steal from shops. How many reasons can they think of?
- Write – or ask students to write – their suggestions on a large piece of paper.
- Ask students to think about one of the reasons they have given, and ask:
Do you think that is a good reason to steal? Why or why not?
- Repeat the process with the other reasons they have given. Then ask:
Do you think there are any good reasons for stealing? If so, what are they? If not, why not?
- Next, ask students to imagine they are magistrates in court who have just found a young person guilty of stealing from a shop, and have to decide how strict to be with their punishment.
- Give students the 'excuse' cards and ask them to place them on the 'strictometer' showing whether the excuses given would make them punish the thief more or less strictly.
- Then tell students how a real court would react to these excuses (see Information Point below).
- Finally, ask students:

Do you think this is fair? Why or why not?

5.5

CRIME AND PUNISHMENT **IS THERE EVER ANY EXCUSE FOR CRIME?**

ACTIVITY

INFORMATION POINT

There is an opportunity here to explain the kind of excuses likely and unlikely to influence a court.

The main thing is the extent to which an offender was in control of his or her actions when committing the crime.

A court is more likely to be lenient where an offender:

- did not know the full facts, or was mistaken about a situation;
- acted by accident;
- felt some kind of inner compulsion;
- was coerced by someone else;
- was provoked;
- was acting on a higher principle.

A court is unlikely to accept as an excuse:

- ignorance of the law – what is important is the intention to be dishonest, regardless of whether the offender was aware it was against the law;
- boredom – doesn't make anyone any less responsible for their actions;
- being drunk – drinking too much is the kind of thing many young people do, and the law says people should be aware of the effects of alcohol before they drink;
- feeding a drug habit – as it is one of the commonest reasons for theft, courts are unlikely to be lenient;
- being depressed – not unless there is evidence of more serious mental problem;
- peer pressure – not unless the offender is considerably younger than the peers egging them on.

5.5

CRIME AND PUNISHMENT **IS THERE EVER ANY EXCUSE FOR CRIME?**

VISITOR OPPORTUNITY

There is an opportunity here for students to meet and question a magistrate about the different excuses they have heard and how it is affected their sentencing.

INTERNET RESEARCH

Q1 What is meant by a 'mitigating factor'?

Q2 Can you name three kinds of 'mitigating factor'?

To find the answers, go to <http://www.rizer.co.uk> and click on '**information & glossary**', then on '**glossary**' and '**M**' and '**mitigating factor**'.

5.5

CRIME AND PUNISHMENT **IS THERE EVER ANY EXCUSE FOR CRIME?**

STUDENT RESOURCE: EXCUSE CARDS

I needed the money

I was bored

It was a good laugh

**I didn't know it was
against the law**

I did it for a bet

I was a bit drunk

**I just wanted the things
that everyone else has got**

**I needed the money
for drugs**

Everyone else does it

**I didn't think I'd
get caught**

It wasn't hurting anybody

**My mates would batter me
if I didn't do it**

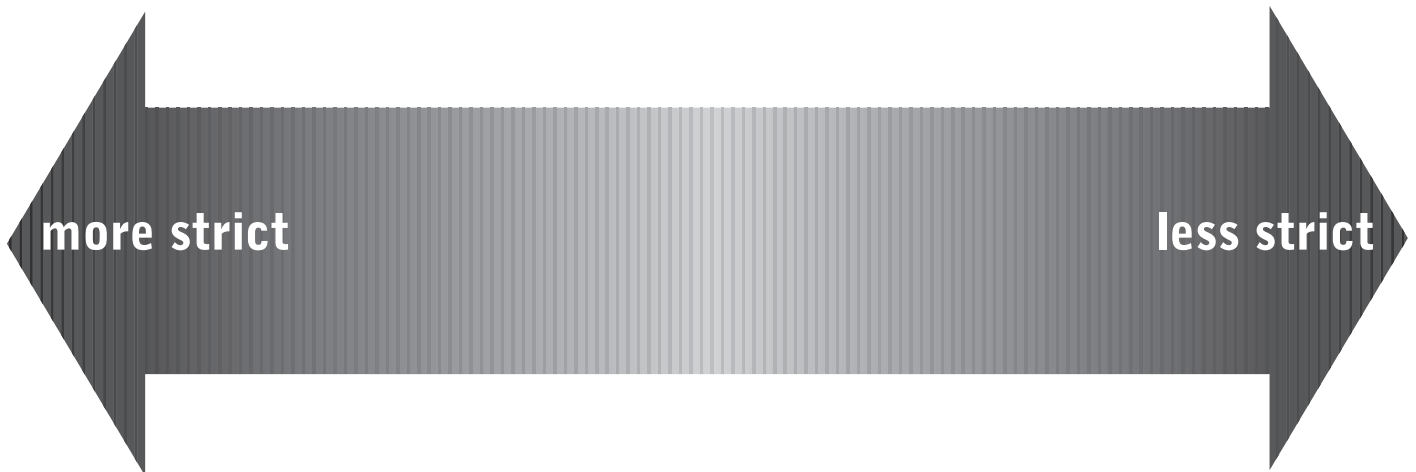


5.5

CRIME AND PUNISHMENT **IS THERE EVER ANY EXCUSE FOR CRIME?**

STUDENT RESOURCE: THE STRICTOMETER.

The 'strictometer'



5.6

CRIME AND PUNISHMENT

HOW SHOULD THE POLICE TREAT YOU?

AIM

To explore a person's rights when they are stopped by the police

LEARNING OUTCOMES

To be able to name five rights someone has when they are stopped by the police

To be able to name three rights someone has when they are arrested and taken to a police station

ACTIVITIES & EXPERIENCES

To have taken part in a quiz about police powers

To have expressed an opinion about police powers

KEYWORDS

Right: something you are entitled to

Arrested: when the police hold someone they think has committed a crime

Custody: another word for being arrested

5.6

CRIME AND PUNISHMENT **HOW SHOULD THE POLICE TREAT YOU?**

ACTIVITY

Make a copy of the 'True or False' Quiz (page 33) – or copies for each student if they are working individually.

- Work through the Quiz with your students.
- Then give them the correct answers.

INFORMATION POINT

There is an opportunity here to explain the rights that young people have when stopped in the street by the police.

You can find details in Young Citizen's Passport 11, pp.114-117 or by going to <http://www.rizer.co.uk>

- Encourage students to think about the rights they have in this situation:

Do you think young people have enough rights when they are stopped by the police? Or do you think they have too many? Why?

INTERNET RESEARCH

Q1 What different rights do you have if you are arrested and taken to a police station?

To find out the answer, go to <http://www.rizer.co.uk> and click on '**information & glossary**', then on '**Your rights**' and on '**On arrest**' and '**In police custody**'.

Q2 What different rights do you have if you are questioned at the police station?

To find out the answer, go to <http://www.rizer.co.uk> and click on '**information & glossary**', then on '**Your rights**' and '**During questioning/interviewing**'.

5.6

CRIME AND PUNISHMENT

HOW SHOULD THE POLICE TREAT YOU?

STUDENT RESOURCE: TRUE OR FALSE QUIZ

True or false?

If a police officer stops you in the street, are you allowed to:

- | | | |
|----|--|------------|
| 1 | Ask for the officer's name? | true/false |
| 2. | Ask for the name of the police station where he or she is based? | true/false |
| 3 | Ask why you have been stopped? | true/false |
| 4. | Refuse to answer the officer's questions? | true/false |
| 5 | Refuse to be searched? | true/false |
| 6 | Refuse to empty your pockets? | true/false |

5.6

CRIME AND PUNISHMENT

HOW SHOULD THE POLICE TREAT YOU?

ANSWERS TO THE QUIZ

- 1** True.
- 2** True.
- 3** True.
- 4** Depends - Strictly speaking, you don't have to answer the police officer's questions. However, if the police officer tells you that he or she thinks you have committed (or are about to commit) a crime for which you can be arrested, you must give your name and address. That is all you need say. You don't have to say any more if you don't want to.
- 5** Depends - The police do not have the power to search anyone they please. However, they are allowed to search you if they think you might have: illegal drugs; stolen goods; a weapon; other items used for crime. They are also allowed to search the vehicle in which you are travelling.
- 6** Depends – As 5 – You can also be asked to remove your outer clothing, e.g., coat, jacket or gloves, and have a body rub down – or be asked to remove anything that covers your face, if the officer thinks you are using it to hide or disguise your identity.

5.7

CRIME AND PUNISHMENT WHAT KIND OF EXAMPLE DO THE POLICE SET?

AIM

To explore the example set by the police in society

LEARNING OUTCOMES

To be aware of two ways in which a police officer may be tempted to commit a crime

To be able to give four of the principles in the police force's code of discipline

To understand how to make a complaint about police behaviour

ACTIVITIES & EXPERIENCES

To have heard and discussed a story about police corruption

To have taken part in a brainstorm about police corruption

To have expressed an opinion about how police corruption may be prevented

To have expressed an opinion about the personal qualities required in a police officer

KEYWORDS

Corrupt: to be dishonest

Integrity: another word for honesty

Code: a set of rules

5.7

CRIME AND PUNISHMENT **WHAT KIND OF EXAMPLE DO THE POLICE SET?**

ACTIVITY

Make copies of the story, **Bent cop tried to sell stolen goods on eBay** (page 38).

■ Read the story with your students.

■ Ask students:

Do you think PC Powell should get a harsher punishment because he is a policeman? Why or why not?

■ Brainstorm with students other ways in which a police officer might be tempted to break the law. How many different ones can they think of?

■ Write – or ask students to write – their suggestions on a large piece of paper.

■ Select one of the suggestions and ask students:

**How can police officers be stopped from _____?
Whose job is it to do this? Why?**

■ Repeat the process with some of the students' other suggestions.

■ Finally, ask students to consider the qualities they think someone needs to be a good police officer:

What sort of person do you think would make a good police officer?

What can be done to get people like this to apply for the police force?

5.7

CRIME AND PUNISHMENT WHAT KIND OF EXAMPLE DO THE POLICE SET?

ACTIVITY

INFORMATION POINT

There is an opportunity here to explain about the police force's code of discipline.

The key points are that police officers must:

- not be rude or abusive;
- not use any more force than is necessary;
- not discriminate against anyone on racial grounds;
- obey the law themselves.

INTERNET RESEARCH

Q1 What can you do if you are unhappy about the behaviour of the police?

To find the answer, go to <http://www.rizer.co.uk> and click on '**information & glossary**' and then on '**Your rights**' and '**To complain**'.

Q2 Where can you get advice on how to take a complaint further?

To find the answer, go to <http://www.youthinformation.com> and click on '**Justice & Equality**', then '**Crime**', then '**Being stopped and searched by the police**'.

STUDENT RESOURCE: STORY

Bent cop tried to sell stolen goods on eBay

A serving policeman tried to sell £9,000 worth of stolen electronic equipment on eBay.

PC Colin Powell, 25, was asked to sell around 11 Inovix MP3 players and Moxa computer parts by a friend, Robert Chimiel.

Chimiel, 35, had stolen the goods from a cargo warehouse at Heathrow Airport.

He told the court, "I had some stolen goods and I needed to sell them, and I asked Mr Powell if he knew anyone who wanted to buy them."

"He came and took some of the goods and tried to sell them. I knew he didn't have a problem with that sort of thing, so I asked him first. I told him it was stolen and it was taken from the airport."

The policeman put up the items for sale on eBay. At first, he used his badge number PC570TW as his sign-on name. Then he used the name gooner1UK.

He was caught after Inovix staff noticed the MP3 players advertised on the site when they had not yet been released for sale.

[adapted from the Life Style Extra website: <http://www.lse.co.uk>]